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ABSTRACT

In a survey of continuing professional education interests, a questionnaire was mailed to members of the National Association of Social Workers in Greater St. Louis and personal interviews were held with a dozen agency directors and social service department heads. The survey revealed great interest in a continuing education program, and some problems likely to be encountered. Two general kinds of expressed needs emerged: greater depth in basic professional skills, including training in skills not stressed in past professional curriculums; and desire for information on newly developing problem areas. Two subject areas (group process and management, administration and supervision) predominated. Other areas stressed were advanced practice in social casework, social work practice with the disadvantaged, community organization and development, and special problems of adolescents. Classes, followed by conferences, attracted the most interest. Generally, professionals, supervisors, and executives urged classes for systematic coverage of major topics, and brief conferences for topics of current interest. There was also a demand for training of bachelor's level graduates performing social welfare tasks. No clear-cut views emerged on administrative details. (A questionnaire and four tables are included.) (LY)

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SURVEY OF ST. LOUIS AREA SOCIAL WORKERS ON THEIR CONTINUING EDUCATION INTERESTS

By *Leonard S. Stein*, Dean, Metropolitan College

In the late Autumn of 1968, the Rev. *Bernard J. Coughlin*, S.J., Dean of the School of Social Service, initiated planning for the development of a systematic program of continuing education for social workers. Two faculty members--Miss *Ruth Joyce* and Mr. *Al Velicer*--were constituted as the School's Continuing Education Committee; the author of this brief paper has served as executive secretary to that Committee.

The Committee's first decision was that the potential clientele should be queried as to their interests. Accordingly, two procedures were arranged:

a) A mail questionnaire to all NASW members in the St. Louis area;

b) Personal interviews with a dozen agency directors and social service department heads.

This paper reports the findings from those procedures.

SUMMARY

The survey revealed (a) great interest in a continuing education program, and (b) some problems likely to be encountered.

Broadly speaking, two kinds of expressed needs emerged from this survey: (a) Greater depth in basic professional skills, including training in kinds of skills not stressed in the professional skill curriculum in the past; and (b) desire to be informed on newly-developing problem-areas.

Two subject-areas emerged strongly: *Group Process*, and *Management-Administration-Supervision*. Beyond this, other subject-areas stressed include:

Advanced Practice in Social Case-Work
Social-Work Practice with the Disadvantaged
Community Organization and Development
Special Problems of the Adolescent

While *classes* attracted most attention, there was considerable demand for *conferences*. Generally, professionals, supervisors, and executives (including the dozen interviewed personally) urged *classes* for systematic coverage of the major topics noted above, and brief conferences (1 day to a week) on topics of current interest--e.g., Legal Help for the Poor, Drug Addiction, *etc.*

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There also emerged *very* strongly a request for training for Bachelor's-level people performing social-welfare tasks.

On administrative details, no clear-cut views emerged. Few agencies indicated that they would pay tuition; most indicated time-off to attend classes or conferences; the idea of course participation as the basis for promotion or pay-raises received ambiguous support--although *very* strong support in the case of public agencies for Bachelor's-level people.

THE MAIL QUESTIONNAIRE

Approximately 800 questionnaires were mailed to NASW members in early February, 1969, with the request that they be returned by March 1. One hundred fourteen questionnaires were returned--between 12% and 13%, a very good response for a mail questionnaire sent without a return envelope.

The questionnaire had two purposes: (1) To invite professional social workers to indicate specific subject-areas in which they would like further learning experience--and to indicate their choice of *class* or *conference* format, and (2) to obtain the views of executives and supervisors on a number of points.

Respondents' Personal Choices

Table I (for convenience, all tables are reproduced in the Appendix) shows the respondents' choices. Subjects that emerged as particularly strong were (in order of popularity):

Group Process
Family Therapy
Social Work Practice with the Disadvantaged
Advanced Practice in Social Case Work
Agency Supervision
Special Problems of the Adolescent
Practices in Administration

Each of these items received 40 or more checks; the first stood out by a heavy margin over the item next in frequency.

As to the distinction between *classes* and *conferences*, opinion was divided, with the class format somewhat ahead: 395 course-choices favored classes, 319 favored short conferences. At the same time, the respondents exhibited discrimination as to what could be learned best by either learning format. Thus 46 indicated preference for a *class* in "Group Process," while only 28 wanted a *conference* on the subject. The same degree of preference for classes was shown for these subjects:

Community Organization and Development
Family Therapy
Advanced Practice in Social Case Work
Practices in Administration
Agency Supervision

Advanced Administration
Aspects of Social Action
Social Work with the Disadvantaged
Social Work Theory & Practice: Refresher Course

By contrast, in some other subject-areas, the *conference* format proved more popular:

Social Work Practice with the Legal Offender
Trends in Adoption Practice
The Aging
Specialized Legal Aspects (all three items under this heading)
Special Problems of the Adolescent

A cursory review of the two lists above suggests that the respondents feel strong needs for intensive exploration of some major subjects, and therefore want regular class work, with attendant reading, time for reflection, *etc.* In some other areas, certain currently-important topics appear to fit well into the professionals' basic understandings and knowledge; they appear to be asking only for additional facts and/or ideas to supplement their basic professional skill.

Further evidence of strong interest is seen in the large number of *additional* subject-suggestions on the questionnaires (listed at the end of Table I). The length and diversity of that list makes plain the wide-ranging interests of professional social-workers, and also the difficulty of selecting subjects of wide-spread enough interest to warrant organizing a class or conference. At the same time, the large number of suggestions offered emphasizes the concern of professional social workers for continuing education.

Agency Executive Choices

The questionnaire also asked agency executives and supervisors to indicate--in addition to their own choices of subject-areas--what kinds of course subjects they thought their "staff most needs, or wants?" As Table I indicates, there is considerable correlation between supervisors' choices and choices of the whole group. Most-frequently chosen items by supervisors and executives were:

Group Process
Community Organization & Development
Family Therapy
Advanced Practice in Social Case Work
Agency Supervision
Special Problems of the Adolescent

Again, these items are in order of frequency; all received 12 or more choices, and the first was by far the most frequently-chosen.

Questionnaire--Special Section for Agency Executives and Supervisors

Agency executives and supervisors were requested also to respond to a special series of questions on the back of the questionniare. Thirty-one agency directors or social welfare department heads, and another 20 supervisors took the trouble to supply the additional information requested. Tables II, III, and IV present detail; here are highlights of their responses:

Question: "For what other groups with whom your agency deals, would you see some continuing education as useful?" Chief among those listed were:

Juvenile officers
Nurses
Lawyers and judges
Physicians
Other welfare institutional staff (e.g., house-mothers).

On the question of a special "Seminar for Agency Executives," 17 executives said "Yes" and 7 "No"; among supervisors, the vote was nine to six. However, the other data suggests some doubt as to whether even executives are genuinely interested in this kind of activity. E.g., a dozen people (seven executives and five supervisors) failed to check either "Yes" or "No", which suggests lack of interest. Several comments suggested doubtful utility of this activity; *e.g.*: "Yes, on a trial basis." "Suggest formation of committee to examine this question." "Hopefully, the executives would participate; I have concern about the participation, however." "Any composition is OK, any leader is OK, if he will *really* consider change." "I'm not sure you would be able to find subject matter of *mutual* concern. I don't have time any more for the usual 'talk-sessions' that don't go anywhere and teach everyone little or nothing." In addition, the Director of the Social Service Department at St. Louis County Hospital pointed out that Directors of Hospital Social Service Departments already have a group.

While favorable comments were fewer, a number were quite enthusiastic--such as the one suggesting a breakfast meeting (obviously, either an early riser or very eager for this activity). Other comments included specific operational plans, suggesting the high interests of these individuals; *e.g.*: "Limit each group to ten and extend to second and third in command at separate sessions." "Include social agencies perhaps divided by number of professional staff or by mission of agency." "(Include) social workers, agency executives or supervisors, perhaps broken down by function of agency, although a heterogeneity is desireable." "(Include) family services, clinic, education, law enforcement, court, church and recreation leaders--with family-service member leading." Other comments included: "(Include) executives of locally-governed comprehensive community mental health; (focus on) continuity of services, emergency short-term care, etc. Possible leaders could be suggested by the two Schools of Social Work." "I would like to be able to dialogue with various top-notch administrators in the area." "Should be open to all social welfare agencies, public, private, and voluntary, with monthly revolving leadership selected by group."

Considerable interest was generated by the question, "In addition to continuing education for those who possess the MSW, do you think the School should also devote educational efforts at other levels?" (*See* Table III.) Combining executives and supervisors, Bachelor's level people were chosen most often--but the two groups have slightly different views on priority. On a weighted basis, training for Bachelor's-level people earned a total score of 110, as compared with only 87 for sub-professionals (*e.g.*, social work aids). However, executives stressed heavily the need for training Bachelor's-level people (weighted score, 74) as against sub-professionals (weighted score, 51)--while supervisors split rather evenly and put more emphasis on sub-professionals (Bachelor's-level people, weighted score, 34; sub-professionals, weighted score, 36). Presumably, this represents a difference in viewpoint; executives supervise both other professionals and Bachelor's-level people, while supervisors work primarily with other Bachelor's-level people and sub-professionals.

In response to the request for "Others" who might be served by the School, no specific group was mentioned more than once; here are the suggestions made (number in parentheses indicated priority assigned by respondent):

Executives

Physical Educators (2)
Home-makers (3)
Special education specialist (1)

Supervisors

Students planning to work as camp counselors (1)
Volunteer workers in social agencies (1)
Auxiliary staff that come into contact with clientele, e.g.,
kitchen and house-keeping staff (3)

Some interest was expressed with respect to on-site classes: 25 "Yes" and 14 "No". Again, a split appeared as between executives and supervisors; executives voted 18 to 8 for such classes; supervisors split evenly, 6 to 6. As might be expected, many supervisors failed to answer the question, presumably because they thought only the agency-head is qualified to do so.

While five of the 31 executives failed to answer the question, their responses suggested some degree of interest in this possibility. Several of the "No" responses were accompanied by an explanation that size of agency's staff is too small to warrant special classes for that agency; one indicated a definite desire to have his people attend courses with people from other agencies.

A number of the executives who responded "Yes" also indicated the numbers to be served by such on-site training; these totaled about 100. Interestingly, three executives indicated "Group Process" or "Group Therapy" as the needed on-site training, suggesting a total range of between 26 and 42 staff to be involved. Only one respondent divided his on-site candidates as between MSW's (15) and Bachelor's-level people (40).

Other suggestions made by executives included:

Program Administrator, Illinois Community Mental Health Administrator: "Interested in programs for caretaker groups, utilizing agency facilities--programs in mental health, alchoholism, drug abuse, *etc.*"

Executive Director, Madison County (Ill.) Mental Health Out-Patient Clinic: "For 10 to 20, psychotherapy, group psychotherapy, diagnosis of emotional disturbances."

St. Louis County Welfare Director: "Casework-oriented (subjects), for approximately 15 at any one time."

Chief, Social Work Service, VA Hospital: "Family therapy, group practices, for 12 people."

Co-ordinator & Supervisors, Social Service Program, In-Hospital Psychiatric Unit, Alton (Ill.) State Hospital: "Anything listed under staff needs except Abnormal Psychology, Personality Theory, Approaches to Psychotherapy, Classical & Operant Conditioning--have already contracted or are in process of so doing; audience, 12-plus staff members."

The supervisors who responded "Yes" also had some suggestions other than *group process*: Child-care and child-care activities (12 to 24 people), Use of S/W by paramedical personnel (about 20-25 people), Family therapy & Group Process (12-24), Community Development.

On agency encouragement, the picture is only medium-bright. All executives responded to this question. Twenty-two indicated they would give staff time-off for continuing education; only 13 indicated that the agency would pay any of the tuition costs--while six indicated preference in promotion and/or pay raises rather than either time-off or tuition-payment.

Other Comments. In addition to responses to the formal questions, a number of respondents added other comments that are of interest (where appropriate, position of respondent is given in parentheses):

"(In all the above areas, stress) Planning and program implementation." (Social Worker III, Community Mental Health Clinic).

"In my opinion, the ACSW should be eliminated and any certification should be dependent upon participation in some form of formal continuing education at a minimum of three-year intervals. We have many people in the social work field who have never learned or accepted a new idea since they were graduated. . . . There is a tremendous need for supervision and management skills among them. Too many caseworkers are "Promoted" to these positions with no educational preparation." (Excerpt from letter written by Director of Social Services for a major hospital association.)

" . . . I have deep concern that these courses are offered on a non-credit basis. Why can't social workers take courses beyond the Master's level in their own field and receive some academic credit for it? This can be done in other fields, *e.g.*, education. It seems once a social worker receives the degree of MSW, unless he wishes to pursue a full-time doctoral program, something difficult to do for individuals with family and job responsibilities, there is little opportunity for advanced work on a credit basis." (Excerpt from letter from Director of Social Services at a major St. Louis family service agency)

"Add DSW program."

"To assure quality, I would recommend making the courses such that they could be taken for credit or for audit."

" . . . We've been looking for something of this sort for some time. It is surely needed for professional, semi-professional, and non-professional (staff)--could improve direct services and traditional co-ordination problems." (Casework Director, St. Louis Juvenile Court & Dentention Center)

"You must open the door for the non-MSW. We have several non-MSW's who could well attend; we also have 12 sub-professional aids doing fantastic work who could use your courses, too." (Co-ordinator, St. Louis Gateway Center)

". . . You should work out a plan so that select agency executives can work toward a formal doctoral degree part-time and without the one- or two-year residency requirement. Most agency executives have families and can't leave their work for a year. (Also most of us already attend in-service programs that are just as valuable as some of the 'credit-less' refresher courses we have seen in the schools in the past. Many of these past seminars and refresher courses are not worth the time and effort." (Midwestern Director, youth auxiliary of major religious-social fraternal order.)

PERSONAL INTERVIEWS

In addition to the mail questionnaires, personal interviews were arranged with executives at a dozen agencies selected by Miss *Joyce*: Miss *Anna Bradley*, Malcolm Bliss Hospital; Miss *Mary C. Daly*, Department of Children, Catholic Charities; Mr. *Anthony DeMarinis*, Family and Children's Service; Mr. *Thomas Esslinger*, St. Louis County Juvenile Court; Miss *Nancy Flavel*, St. Louis State Hospital; Mr. *Arthur Goldberg* and *Miss Charlotte Schwarzenberger*, Jewish Family & Children's Service; Mr. *William Kahn*, Jewish Community Centers Association; Mr. *Thomas O'Donnell* and Mr. *Thomas Maloney*, Catholic

Family Service; Mr. *Louis McHardy*, St. Louis Juvenile Court; Miss *Dorothy Stauffer*, Social Service Dept., St. Louis City Hospitals; Mr. *Daniel Sullivan* and Miss *Ruth Kelly*, Children's Services of St. Louis; Mr. *Lloyd Wallace*, Director, Mrs. *Jewell Chapman*, Assistant Director, Miss *Nelle Martin*, Child Welfare Field Supervisor, and Miss *Elinor Tucker*, Welfare Training Specialist, St. Louis County Office, Missouri Division of Welfare.

No formal interview schedule was prepared; rather, effort was made to make each interview as non-directive as possible, so as to elicit as freely as possible the executive's ideas about continuing education.

From this process, three ideas emerged most strongly:

Need for training in group-work techniques
Need for training in supervision and administration
For some agencies, a *desperate* need for means to train their Bachelor's-level people.

In addition, the interviewees made a variety of other suggestions, on subjects, course-format, motivational factors, and other matters. Here are their ideas:

Subject-Areas

Group Process. Group-work techniques are increasingly important in social-work practice, because of (a) shortage of trained professionals and (b) growing case-loads. *Wallace* stressed that his agency can longer deal with clients on a one-to-one basis, but must do so in groups of varying sizes. *DeMarinis* emphasized *group therapy* (including diagnosis and techniques), especially in family-life education and family therapy, as did *Goldberg* and *Daly*. Indeed, she indicated that her agency sees strong opportunity for using group methods, if staff were properly-trained; she saw group methods as especially useful in working with children, both as diagnostic tool and as treatment--but useful also in working with unmarried mothers, adoptive parents, and delinquent girls. Her professional staff know only enough about group methods to see ways to use it--but do not feel competent--and therefore lack self-confidence--about using such techniques. In the case of children, she pointed out that the child often expresses himself more freely in the group than in an interview situation, and that in treatment anxiety present in the interview is often eased in a group-therapy session. *O'Donnell* suggested a need for a broad understanding of group methods--both techniques and new psychological theories on behavior-change.

Kahn put the problem in somewhat different perspective, in suggesting the need for group-work techniques in supervisory and administrative training. He stressed three levels: (a) Professional staff in his agency often work with volunteers, and need supervisory skills appropriate to those people. (b) Middle-level staff are often weak in dealing with lay boards and committees, and fail sometimes to communicate adequately with such lay groups. (c) At a higher executive level, he sees difficulties in dealing with other boards of other agencies. With respect to the latter, he suggested an annual seminar of agency executives to include a group-learning experience as well as presentation of new group theories.

Sullivan pointed out that older practitioners learned only individual case-work methods in professional schools, and now need training in group techniques.

Supervision and Management. Every single executive interviewed talked about the problem of management, albeit in different ways. In the public agencies, the relatively few MSW's are all supervisors; indeed, given the shortage of help, a new MSW graduate is often assigned to supervise Bachelor's level people very shortly after entry. Even when the MSW is more experienced, he may or may not have had any formal training in techniques of supervision and personnel administration generally; this problem becomes more pointed when the MSW rises to a middle-level administrative post with an inadequate understanding of organization and management.

Kahn's response (reported above) was directed as much to organizational operations as to group techniques. He pointed out that inadequate conceptions of organization and management leave professionals weak in dealing with power (as represented by agency boards and the community at large) as well as with internal organizational and management tasks.

Other executives emphasized internal management. *McHardy* emphasized the need for specific supervisory skills in dealing with other MSW's, Bachelor's-level people, and lower levels of personnel. *Esslinger* echoed that response. *O'Donnell* reported that our questionnaire was discussed in staff meeting, which produced strong feelings about need for training in supervisory techniques. The staff felt that the social worker's basic skills in human relations often enable him to supervise well--but they expressed also a need for fuller understanding of personnel administration--e.g., personnel evaluation and teaching techniques for subordinates--and particularly need help in learning how to deal with non-professional workers.

Flavel reported that the needs of her agency are so great that the State Department of Health has arranged two-day conferences on management (offered by the University of Missouri), but she feels this is insufficient. She complimented both Washington and Saint Louis Universities on their courses for supervisors of students--but urged that training be offered also on techniques of supervising both professionals and untrained workers, as well as students. (She made also an interesting comment on the two courses for student-supervisors That they are aimed at the *experienced* professional, whereas what is needed is a course in the summer before a new staff-member might begin to supervise a student.)

Goldberg said that such training is "badly needed" to help professional social workers advance in their field.

Training for Bachelor's-level people. Every agency visited makes some use of individuals with only a Bachelor's degree in the performance of professional social service tasks; indeed, one (Missouri Division of Welfare) relies primarily on such people for its work. Every executive but one (*Stauffer*) predicted increasing use of such people, and urged that some kind of systematic training be provided for them. At this time, *no* training exists for such people, excepting (a) some go on to MSW work, and (b) limited in-service training activities in their respective agencies. Primarily, however, their opportunity to learn consists of more-or-less random on-the-job training.

Indeed, several executives see this as a greater need than continuing training for MSW's (*Daly, Wallace, Sullivan, McHardy, Esslinger*).

Subjects indicated as needed by this group are:

Interviewing and Counseling Techniques
Case-work methods and concepts

Human Growth & Development
Day-care placement (evaluate children and centers for child placement, help parents make intelligent use of day-care centers, *etc.*)
Community structure and dynamics (e.g., relation between poverty and family breakdown; culture of poverty).
Protective Services for Children (including foster-care, family therapy to prevent need for foster-care adoptions, unmarried parents, etc.)
Supervision, Organization, and Management
Group Process
Teaching Methods
Abnormal Psychology and Human Behavior
Written Communication

If such a program could be arranged, *Wallace* indicated that the County Welfare Department would require courses for promotion.

Several executives related such training to the high turnover among the Bachelor's-level people. To some extent, of course, resignations stem from marriage (for the females) and entry into full-time MSW study--but the feeling was also expressed that many of these people leave their jobs because they feel insecure in the performance of tasks for which they are not trained. *Flavel* saw such training as important to the *morale* and *status* of this group--i.e., self-confidence--which in turn would enable them to perform more effectively. *Sullivan* commented that most of these people are not only young (i.e., inexperienced and thus naive), but also are from middle-class backgrounds; lacking any other standards, their job performance suffers because they attempt to apply those inappropriate standards to helping clients.

Several executives urged that training for the Bachelor's-level people be formalized. *Daly* suggested that some would want the regular graduate Social Service curriculum, for credit, in small doses and at convenient times--particularly courses in case-work and in human growth & development. *Sullivan* urged instead the undergraduate courses now specified by the Council on Social Work Education for a Bachelor's degree; *Wallace* implied the need for some kind of credit, since he indicated that his agency would require course-work for promotion and pay-raises. *O'Donnell* was even less specific, but anticipating ever-greater use of Bachelor's-level workers, he urged some kind of systematic formal program.

On the other hand, short non-credit courses (e.g., 8-10 weekly sessions of 2-2-1/2 hours each) were by no means rejected. *Daly* emphasized that this might be more attractive to some of her Bachelor's-level staff than formal credit courses; *Sullivan* thought that non-credit offerings would be an acceptable alternative to a complete undergraduate Social Work major--and that any continuing education, credit or non-credit, would encourage some of his people to seek entrance to the MSW program. *Wallace* was not sure formal credit courses would attract his people; *Tucker* urged short non-credit courses (10 weeks, 2 hours/week). Others also seemed to imply that interest in learning might be strained beyond viability if each course should run as long as a full semester.

Other Ideas for MSW Continuing Education. In addition to the frequently-mentioned suggestions reported above, various executives also offered these ideas:

Children's Services. Child-care agency people suggested a need for special training in dealing with children. *DeMarinis* thinks most MSW's don't deal well with children.

Daly emphasized the need for special training in interviewing children, and pointed out also need for systematic understanding of the law as it affects children (school-court problems, termination of parental rights, adoptions and guardianships, *etc.*) *O'Donnell* phrased the problem in terms of communicating with children; both *Daly* and *O'Donnell* saw skill with children as crucial to family therapy.

Teaching Skill. This was mentioned in a number of contexts. *Bradley* reported that in the future, she sees unit supervisors doing more and more teaching and consultation, as that hospital becomes more of a training institution. (In turn, this means that each assistant unit supervisor would need to acquire skill in management, in order to take over the supervisor's administrative duties.) She also feels that MSW's need teaching skills to supervise Bachelor's-level people. *Wallace* made the same point; indeed, *Tucker* suggested that their supervisors feel more inadequate in this area than in supervising Bachelor's-level and non-professional staff. *DeMarinis* and *Kahn* focused this need in terms of group work: teaching in parent-education programs, including teaching those who will conduct such activities with family groups; teaching volunteer group-leaders. *Esslinger* also mentioned training skills in dealing with volunteers. *DeMarinis* echoed Bradley's point about the growing role of the social agency in training other practitioners (*e.g.*, his agency's contract to train physicians in psychiatric residencies), but indicated that his top staff is now quite competent in this respect.

Community action. This also was mentioned in various contexts. *Bradley* commented on the idealism of young MSW's coming to her staff, and also on their naivete concerning possibilities of social change; she suggested courses providing a sophisticated understanding of law, politics, social organization systems, *etc.* Experienced workers who are being assigned to community mental health clinics also appear to relate to their specific neighborhoods with less than fully-adequate skill. Another of her predictions is that increasingly, the social worker will "run something in a community"--and need advanced training in community organization skills. *Flavel* made the same points, in somewhat less detail. A number of suggestions on training in group process also were in a context of community activity, as opposed to in-house therapy. *Wallace* mentioned need for broader understanding of community organization.

Other. While there was no simple consistent pattern, a number of executives suggested courses on welfare policy. *Kahn* suggested need for deeper understanding of the total welfare program, so the social worker can contribute creatively to evolving new typed of welfare programs. In this connection, he emphasized need for the discipline of systematic thinking. *Goldberg* suggested a repeat of the graduate school course on Basic Philosophy and Theory of Social Service, at a more-mature level, emphasizing (a) difference between *theory* and *practice*, (b) systematic thinking, (c) ability to identify theories with heuristic value--in short, advanced training in logic and problem-solving. *Sullivan* and *Stauffer* suggested a course on the Culture of Poverty. *Wallace* suggested a survey of current social issues--adequacy of welfare, new ideas like income maintenance, *etc.*, specifically suggesting week-end conferences during the summer for such activities. *Stauffer* suggested need for more knowledge of law and economics, and of the relation between schools and social welfare.

These latter suggestions seem related to a concern for keeping up with the literature--not only in social service journals, but also in related fields (sociology, psychology, law, *etc.*). *Goldberg* and *Stauffer* both suggested a kind of "journal club" or bibliography service, emphasizing the inter-disciplinary nature of contemporary social work.

Other miscellaneous courses suggested were:

Legal Aspects of Social Welfare--school-court problems, adoptions and guardianships, new concepts of juvenile-court procedure.

Child Abuse.

Adolescents and Drugs.

Training Course for Camp Counselors and Directors, emphasizing child behavior in the non-home situation.

Role of Social Worker in the Hospital.

Fund-raising (for private-agency directors).

The Educational System (role of social worker in the school).

Applications of Electronics to Social Work Practice (how to use computers, audio-visual equipment, implications of those methods for content).

Treatment of disturbed children.

Advanced Social Case-Work.

Report-Writing.

Survey of Social-Work Practice for workers with degrees in educational counseling.

Team Approach to Social Service--training for specialists who need to work together in a team. *Wallace* sees this as growing trend, in which initial diagnosis of a given situation will lead to selection of specialists--e.g., in emotional disturbances, mental retardation, home/money management, alchoholism, *etc.*--to deal with the total welfare situation presented. This means two kinds of in-service training: (a) additional training for various each specialist in his respective expertise, and (b) training in team-work methods, for both the specialists and supervisors.

Motivation and Interest, Fees, Administrative Details.

The ideas of agency executives are quite important for program-planning, of course--but so also is their understanding of social-worker interests and motivations. To that end, the views of the dozen interviewees was solicited on likely interest.

Motivation and Interest. *DeMarinis* was pessimistic about MSW's enrolling, unless the course-offerings should be "solid, timely, needed, attrative." All other executives exhibited more positive attitudes, ranging from merely strong interest to high enthusiasm.

Stauffer suggested that "status needs" would play an important role in inducing MSW's to enrol, and suggested special invitations and/or other devices to insure an atmoshpere of "eliteness." She also suggested some kind of formal recognition for post-graduate academic achievement--perhaps a special certificate program open only to MSW's; *Goldberg* made the same point.

Others interviewed suggested implicitly that the need is so strongly felt that enrolments would come, and offered no comments on specific motivating devices.

Fees. Assuming the most likely outcome of present planning, respondents were asked their opinion of a $50-60 tuition for a non-credit course of 10 weekly 2-hour sessions, or $75-80 for a two semester-hour credit course (12 weekly 2-1/4-hour sessions). *Sullivan, Wallace* and *Flavel* thought this would sound high to staff, particularly the Bachelor's-level people; *Wallace* nonetheless thought they would pay this much if promotion and payraises should be made dependent on taking courses. Others thought that fee level sounds about right: *Esslinger, Kahn, McHardy, O'Donnell, Daly, Bradley, DeMarinis, Goldberg* suggested that fee range might even be too low, depending on who is teaching.

Agency Payment of Fee. Only a few agencies indicated they would pay fees for *classes*. The three state agencies indicated that state law forbids payment of undergraduate *class* tuition, but permits payment of *conference* fees (*Bradley, Flavel, Wallace*). State policy is unclear on continuing education (*Bradley*); e.g., that hospital paid tuition for several staff members to attend the Metropolitan College lecture-seminar on narcotics problems (Spring, 1969). In line with his strong interest, *Wallace* said that he would push hard to find a way to use state funds for tuition fees for his Bachelor's-level people. He also suggested the possibility of on-site training classes for his people, under contract rather than on individual-fee basis.

Reactions of other agencies were mixed. *Sullivan* indicated that he could arrange for training funds through the City's Civil Service Commission (which now has a continuing arrangement with the University for training of city employees in other subject-areas). He also urged that each registrant should pay at least part of the fee. *Goldberg, Kahn, Esslinger, McHardy,* and *O'Donnell* indicated that their agencies would pay all or part of fee--depending, of course on (a) budget limitations and (b) relevance of specific courses to individuals choosing them. *DeMarinis* said that his agency could not pay tuition.

Kahn and several others expressed pessimism as to whether staff would pay their own tuition, especially those at the Bachelor's level. *Daly* indicated that her agency does not ordinarily pay tuition for MSW's, but does for Bachelor's-level people working toward the MSW, and might do so for them in a continuing-education program if it should carry credit toward some kind of degree or certificate.

Time off, Schedule, On-Site Courses. Every executive indicated that his agency could give time off from work to attend classes, for both MSW's and Bachelor's-level people.

On schedule, no consensus emerged; indeed, some conflicts emerged. E.g., *Esslinger* suggested Wednesdays as best day for his staff, since no docket is scheduled then; *McHardy* suggested Friday, the day his staff usually has no court appearances. *Flavel, Bradley,* and others suggested late afternoons; *Goldberg* pointed out that his people are busy after school hours and would prefer evenings.

Several expressed fear that their staff might find evening hours unattractive, because of (a) conflict with other activities, and/or (b) fears, founded or unfounded, about the University neighborhood.

Summer, especially for brief conferences, seemed attractive to several; others suggested week-end conferences as convenient.

As for on-site classes, *Sullivan* and *Wallace* expressed strong interest for their Bachelor's-level people. *Sullivan* now has a room appropriate for training activity, at 929 No. Spring; *Wallace* will have such facility in his agency's new quarters. Others saw no need for on-site classes; indeed, several indicated either (a) their staffs are too small, or (b) they like the idea of having their people learn along with staff from other agencies.

Kahn and *Goldberg* feel that no particular schedule or location would in itself make a difference on enrolment, emphasizing instead curriculum content/purpose and teachers. *Goldberg* did point out that Grand & Lindell might be inaccessible for many social workers, suggesting off-campus locations and offering his own agency building for small classes (6 to 10).

ADDITIONAL EVIDENCE OF INTEREST

The mailing of the questionnaire evoked within a week a response from the newly-formed committee on continuing education of the George Warren Brown School of Social Service Administration Alumni Association. That group had just begun planning for a similar survey, and was delighted with the offer that we share our survey results with them--indeed, so delighted that they offered to pay half the costs of conducting this survey.

CONCLUSIONS

All the above suggests some conclusions to this writer--ideas which can certainly be improved, as well as made operational, by the critical judgment of the Social Service faculty:

1. There is strong interest in continuing education by social workers in the St. Louis area--particularly in group-work techniques and in management skills, but also in a variety of other subject-areas. There seems also to be a kind of inchoate yearning among local social workers for a broader view of their own roles in the total social movement now under way. This might be satisfied by a series of seminars on current issues, on inter-disciplinary subjects.

2. A particular problem exists with respect to Bachelor's-level people; there would appear to be an enormous opportunity available for the right program. Such a program would likely be most successful is some kind of "credit" can be given; three possibilities suggest themselves: (a) part-time work toward the MSW, utilizing the present Social Service graduate curriculum, perhaps offered evenings, Saturdays, or in the Summers; (b) a new under-graduate curriculum leading to a Bachelor's degree, as now offered by several univeristies--again offered on a part-time basis; (c) a special "non-degree credit" certificate program, analogous to several now offered by Metropolitan College on a part-time basis.

3. While classes are likely to be most attractive, there is important demand for brief conferences, particularly on topics of current interest--weekends and in the Summer--to MSW's.

4. A continuing education program could certainly attract many registrants on a full-fee basis, but more success is likely if some degree of subsidy is available. It would also appear useful to require the payment of some fee, even if subsidy can be found.

5. None of the information reported above appears so firm as to offer the basis for the development of a full-bloom continuing education curriculum, at either the post-MSW level or the Bachelor's level. Aside from all other perceptions, this writer--who is neither trained nor experienced in social service--gained the strong impression that the field is in considerable flux. Needed, therefore, is a tentative program which can grow in response to continuing feed-back. An advisory committee could be enormously helpful in guiding the development of this continuing education activity; perhaps the Social Service School's present "Advisory Board" could add this item to its present agenda.

6. More specifically, for 1969-70, there is proposed this small beginning:

a) For MSW's:

a two-course sequence in group process
a two-course sequence in supervision and management

b) for Bachelor's-level people:

a course in interviewing
a course in human growth & development

c) for all interested: two or three short conferences--either week-ends during the year, or during the summer of 1970--on topics of major current concern.

d) Contract relationships with the State's County Welfare Office and the City Department of Children's Services, for such subjects as they might choose for their Bachelor's-level people.

TABLE I
RESPONSES ON SUBJECT-INTERESTS

Subject Areas	Individual's Responses Class/Conference	Total	Supervisor or Executive Thinks Needed
1. *ADVANCED PRACTICE:*			
a) Group Process for Social Workers	46/28	74	25
b) Community Organization & Development	26/12	38	17
c) Family Therapy in Social Work Practice	33/27	60	16
d) Advanced Practice in Social Case Work	35/16	51	14
e) Practices in Administration	26/16	42	11
f) Agency Supervision	26/20	46	13
g) OTHER suggestions (see below)	13/9	22	3
2. *SPECIAL AREAS:*			
a) Social Work Practice with the Legal Offender	12/12	24	6
b) Trends in Adoption Practice	4/9	13	3
c) Children's Protection: Problems & Services (e.g., battered child)	17/14	31	6
d) Advanced Administration	23/12	35	4
e) Social Work Practice with the Socially & Economically Disadvantaged	29/23	52	11
f) The Aging: Problems & Services	13/23	36	10
g) Aspects of Social Action	21/13	34	12
h) Specialized Legal Aspects: Landlord-Tenant Relations	7/10	17	2
i) Specialized Legal Aspects: Consumer Fraud & Debt Collection	5/10	15	5
j) Specialized Legal Aspects: School-Court Relations and Attendance Problems	11/13	24	5
k) Social Work Theory & Practice: Refresher Course for those returning to the field	15/9	24	2
l) Special Problems of the Adolescent (e.g., drugs)	20/24	44	13
m) OTHER SUGGESTIONS (see below)	13/19	32	19
TOTALS	395/319	714	197

Other Suggestions

Classes

Training Methods - Sub-professional staff
Emotional Implications of Illness (2)
Economic Theory & Social Change
Research Identifying and Interpretation New Social Trends (2)
Social Work Practice in the Health Field for Staff, etc.
Abnormal Psychology, Personality Theory, Psychotherapy (4)
New Trends in Medical Social Work (3)
Working with Children with Learning Disabilities
Social Psychology, Human Behavior & Social Environment (2)
Demography
Consultation and Collaboration
Crisis Intervention
Professional Writing for Social Workers

TABLE I - Other Suggestions (cont'd)

Communication Theory
Institutional Treatment & Care
Politics in the Inner City
How to Recognize Clients' need for Legal Services & How to Obtain Same
Multidiscipline Practice in Health and Welfare
Training the Non-Professional to Function as a Worker

Conferences

Juvenile Police Officer Training
Basic Course in Law
Basic Course in Economics
Drug Addiction
Legal Aspects: Civil Rights (broad-not just applied to racial situation) Conservatorships, etc.
University Students' Uprising
Urban Re-development
Minimal Brain Damage
Deslexia
Social Work in Special Education
Mental Health Programming for Socially & Economically Disadvantaged
Child Guidance Personnel
Housing Programs
Crisis Intervention
Intensive Insighted Directed Therapy vs Supportive Treatment
Community Resources--old, new & upcoming in local, state & government levels
Advanced Practice in Social Group Work
Program Techniques
Helper--Ego Development
Trends in Therapy with Children
Working with Alcoholics
Medical Information as a Tool of Case Work
Services to Migrant Families
Services to Families Relocated by "Urban Renewal"
Services to Families Attempting Neighborhood Rehabilitation
Social Work with "Hard Core" Poverty Clients

TABLE II
EXECUTIVE-SUPERVISOR RESPONSES:
OTHER GROUPS TO BE SERVED BY ADVANCED COURSES IN SOCIAL SERVICE

	Executives	Supervisors	Totals
**Juvenile Officers	7	3	10
Nurses	5	4	9
Lawyers, Judges	6	2	8
*Teachers	6	1	7
Other institutional staff	5	2	7

TABLE II (cont'd)

	Executives	Supervisors	Totals
Physicians	3	1	4
Volunteers, board members	2	1	3
Nursing Home Administrators	2	0	2
Ministers	1	0	1
Guidance Counselors	0	1	1

*Including other school personnel
**Including detention staff (1)

TABLE III
EXECUTIVE-SUPERVISOR INTEREST IN TRAINING FOR WORKERS OTHER THAN MSW'S

	Executives	Supervisors	Totals
School should devote effort to train others than MSW's	30	14	44
Should *not* (includes "no answer")	1	6	7
TOTALS	31	20	51

TABLE IV
EXECUTIVE-SUPERVISOR VIEWS ON TRAINING FOR GROUPS OTHER THAN MSW'S

	Executives			Supervisors			Weighted Scores*	
Priority:	1	2	3	1	2	3	Exec./Suprv.	Total
Bachelor's-level people	24	2	2	8	5	-	76/34	110
Sub-professionals	9	12	-	10	3	-	51/36	87
Others	3	1	1	3	-	1	13/10	23

*"Weighted Scores" were determined this way: Each "Priority 1" rating was assigned a score of 3; "Priority 2", a score of 2; each "Priority 1", a score of 1. Addition of these weighted scores produced the figures noted in the right-hand column.

February 5, 1969

TO: NASW Members, St. Louis area

FROM: *Leonard S. Stein*, Dean, Metropolitan College, Saint Louis University

SAINT LOUIS UNIVERSITY

METROPOLITAN COLLEGE

Would you do us a favor? Would you take a few minutes, *now*, to complete the questionnaire below? Here's why we ask that favor: Our School of Social Service is now planning to initiate a non-credit *continuing education* program for professional social workers (those with a Master's degree in Social Work). Your comments and suggestions on this sheet will be enormously helpful in our planning.

AGENCY EXECUTIVES: Please note that this is a new questionnaire--and not a follow-up to the one you were kind enough to fill in for us three months ago. We now want your own personal concerns for continuing education--but please note *also* (a) the RIGHT-hand column below, and (b) the special questions for Agency Executives on the back.

1. Your Position_____

2. SUBJECT-AREAS AND MEDIA. Here are a number of subject-areas that might be included in our Social Service Continuing Education program. Please consider both the *subject-areas*, and whether you would prefer them as (a) *weekly classes*, meeting in the evening or on Saturday for 6 to 14 times, OR (b) *short conferences* of 1 to 3 days. PLEASE CHECK THE APPROPRIATE BOXES ON THE LEFT, to indicate your interests. (*AGENCY EXECUTIVES: Note right-hand column also.*)

Class	Conference	Subject-areas	As an agency executive, which areas do you think your staff most needs, or wants?
		1. *ADVANCED PRACTICE:*	
		a) Group Process for Social Workers	
		b) Community Organization & Development	
		c) Family Therapy in Social Work Practice	
		d) Advanced Practice in Social Case Work	
		e) Practices in Administration	
		f) Agency Supervision	
		g) OTHER--your suggestions:	
		h)	
		i)	
		2. *SPECIAL AREAS:*	
		a) Social Work Practice with the Legal Offender	
		b) Trends in Adoption Practice	
		c) Children's Protection: Problems & Services (*e.g.*, battered child)	
		d) Advanced Administration	
		e) Social Work Practice with the Socially & Economically Disadvantaged	
		f) The Aging: Problems & Services	
		g) Aspects of Social Action	
		h) Specialized Legal Aspects: Landlord-Tenant Relations	
		i) " " " : Consumer Fraud & Debt Collection	
		j) " " " : School-Court Relations and Attendance Problems	
		k) Social Work Theory & Practice: Refresher Course for those returning to the field	
		l) Special Problems of the Adolescent (*e.g.*, drugs)	
		m) OTHER--Your Suggestions:	
		n)	
		o)	

THANK YOU for your ideas and opinions. PLEASE RETURN THIS SHEET by March 1 to:

Metropolitan College
SAINT LOUIS UNIVERSITY
3673 W. Pine Blvd.
St. Louis, Mo. 63108

AGENCY EXECUTIVES: Please also complete items on reverse side.

PART II: *FOR AGENCY EXECUTIVES AND SUPERVISORS ONLY*:

As a leader in the social welfare field, your comments and ideas are particularly needed. Please respond to the questions below *from your viewpoint as an executive or supervisor.*

1. Your Position: _____
2. Your Agency (please give *name* and major *activities* or *purpose*) _____

_____

3. SUBJECT-AREAS, MEDIA. (If you have not already done so, please use the *right-hand* column on the front of this sheet to indicate the areas of training you think needed by your staff, or that would most interest your staff.)

4. If you checked Item 2-k, Refresher Course for those returning to the field--do you have suggestions on how best to *reach* those people? _____

_____

_____

5. For what other groups with whom your agency deals (*e.g.*, juvenile officers, lawyers, nurses, physicians, house mothers), would you see some continuing education as useful? (Please list as specifically as you can.)

_____

_____

_____

6. Would you be interested in a special "Seminar for Agency Executives"--a monthly meeting of agency heads to discuss mutual problems in a non-structured situation, with such guidance and resources as the group itself might choose from time to time? [ ] Yes [ ] No

If "Yes"--do you have a suggestion for *composition* of the group, and for *a competent individual* to serve as leader of the seminar? _____

_____

_____

7. In addition to continuing education for those who possess the MSW, do think the School should also devote educational efforts at other levels? [ ] Yes [ ] No

If "Yes," at what levels? (Enter "1" for your highest priority, "2" for the next priority, *etc.*)

_____Those engaged in professional tasks, but without the MSW (*e.g.*, those with an appropriate Bachelor's degree).

_____Sub-professionals (*e.g.*, social work aids, house-parents, foster-parents, *etc.*).

_____OTHERS (please list): _____

_____

8. Would you be interested in on-site classes or other programs, on your agency premises, for members of your staff? [ ] Yes [ ] No

If "Yes"--on what subjects, and for how many people? _____

_____

9. Would your agency encourage professional staff to enrol in continuing education, in any of these ways?

[ ] Pay tuition: (*circle one*) all part (_____%)

[ ] Give time off from assigned duties.

[ ] Give preference in promotion and/or pay raises to those who should enrol.

10. IF POSSIBLE: Please indicate about how many people from your agency you think might be likely to enrol in continuing education classes or conferences, and in what specific areas of interest:

_____

_____

_____

THANK YOU again for your help. PLEASE RETURN THIS SHEET TO:

Metropolitan College
SAINT LOUIS UNIVERSITY
3673 W. Pine Blvd.
St. Louis, Mo. 63108

ERIC Clearinghouse
JUL 9 1970
on Adult Education